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AUTHOR Queer, Glenn E.
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ABSTRACT

This report discusses a study designed to elicit opinions from Pittsburgh School District principals, parents, and teachers concerning corporal punishment and other disciplinary action. Questionnaires were aimed at (1) determining reactions to current regulations governing the use of corporal punishment, (2) eliciting instances of experience or other arguments that would justify positions either for or against the use of corporal punishment, (3) monitoring opinions concerning the current status of discipline in the schools, and (4) securing additional suggestions relative to disciplinary actions and/or techniques that might prove useful in managing student behavior. The reactions of and the suggestions by the persons sampled are presented. Appendixes contain sample questionnaire forms. (JF)

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DISCIPLINE STUDY

Glenn E. Queer

Pittsburgh Public Schools
Office of Research
249 N. Craig St.
Pittsburgh, Pa. 15213

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DISCIPLINE STUDY

In an attempt to move toward more effective and more lasting methods of achieving appropriate pupil adjustment, control and discipline, the Board of Public Education in July of 1968 prohibited the use of corporal punishment in grades K-3 effective September 1968. In July 1970, the Board extended the ban on corporal punishment to Grade 4, with Grade 5 to be included in 1971-72, Grade 6 in 1972-73 and all grades effective September 1973.

Under the direction of the Superintendent, the Division of Research developed three questionnaires (see Appendices A, B, and C) which were sent to all principals, all parent representatives and a sample of elementary and secondary teachers.

The aims of these questionnaires were:

1. to determine reactions to current regulations on the use of corporal punishment

2. to elicit instances of experience or other arguments that justify a position either in favor of or against the use of corporal punishment

3. to monitor opinions concerning the current status of discipline in our schools

4. to secure additional suggestions of disciplinary actions and/or techniques which may prove useful in managing student behavior

Our interest, as can be seen by the open-ended question format, was in monitoring this complex issue in as much detail as possible, rather than in obtaining a mere frequency index of generally favorable or unfavorable reactions.

Seventy-one principals who (by multiple assignment) serve 88 of our regular elementary schools, received questionnaires. Fifty-nine or 83%

of this group returned their questionnaires. Two of the 61 returns were from elementary-junior high combinations and for purposes of analysis were grouped with secondary responses. This gave a response of 20 out of 24 (83%) for the secondary principals.

All 440 parent representatives were provided with a questionnaire and a stamped, addressed envelope for its return. Only 135 (31%) were returned. Of those returned 103 (76%) were associated with an elementary school, while 32 (24%) were associated with a secondary school.

The Division of Computer Services provided us with a sample of 537 teachers (301 elementary and 236 secondary),which is approximately one out of every six teachers. Principals were directed to return any questionnaire that could not be distributed to the teacher to whom it was addressed. Twelve such elementary and ten secondary questionnaires were returned. Our estimates of return assume that 289 elementary and 226 secondary questionnaires were appropriately distributed. Returned for consideration in this report were 152 elementary and 112 secondary questionnaires for a total teacher return of 51%. See Appendix D for a detailed indication of schools involved in the teacher sampling.

The teacher sample was made up of 58% elementary teachers and 42% secondary teachers with the following teaching experience:

	0-1 years	2-3 years	4-5 years	6-10 years	11-15 years	16-20 years	20 + years
Elementary	12/152 8%	34/152 22%	24/152 16%	24/152 16%	16/152 11%	11/152 7%	31/152 20%
*Secondary	7/112 6%	24/112 21%	12/112 11%	28/112 25%	13/112 12%	5/112 4%	22/112 20%

* One secondary teacher did not respond to this item.

Many of the questions run parallel across all three questionnaires. Where possible, results will be presented to allow for comparison and contrast among the three response groups. The elementary-secondary breakdown will also be maintained in such presentations.

The first presentation of this type shown in the following table is for a question which asks for an indication of reaction to the present policy governing corporal punishment in the Pittsburgh Public Schools.

Response Category	Principal		Teacher		Parent Rep.	
	Ele.	Sec.	Ele.	Sec.	Ele.	Sec.
Strongly favor changing the policy to immediate abolition of corporal punishment in all grades.	6/59 10%	1/20 5%	12/152 8%	5/112 4%	18/103 17%	5/32 16%
Favor change in present policy to restrict corporal punishment, but not abolish it.	26/59 44%	12/20 60%	48/152 32%	43/112 38%	26/103 25%	6/32 19%
Present policy is adequate. Do not change it.	4/59 7%	4/20 20%	6/152 4%	8/112 7%	11/103 11%	4/32 13%
Change present policy in order to allow teachers more freedom in deciding when and where corporal punishment is used.	17/59 29%	2/20 10%	71/152 47%	46/112 41%	34/103 33%	11/32 34%
Allow no restriction at all to be placed on the use of corporal punishment.	4/59 7%	0/20 0	6/152 4%	4/112 4%	4/103 4%	1/32 3%
* **A variety of multiple responses were given, i. e., 3 persons checked both the 4th and 5th response category. Six persons checked both the 2nd and 4th response category.**	2 Blank	1 Blank	* 3-4, 5 6-2, 4	1-4, 5 1-1, 2 4-2, 4	1-1, 4, 5 1-1, 2, 4 1-2, 5 3-4, 5 4-2, 4	1-3, 4 1-2, 3, 4 1-4, 5 1-1, 3 1-2, 4

Arguments for or against the use of corporal punishment.

In a follow-up to the question just summarized, respondents were asked for instances of experience or other arguments that justify a position either in favor of or against corporal punishment. In this open-ended question and in others that follow individual responses were broken down into sub-points. Thus, any one respondent could provide a variety of sub-points. The following table indicates the relative frequency of subpoints both pro and con on the issue of corporal punishment for the three responding groups.

	Principals		Teachers		Parent Representatives	
	Pro	Con	Pro	Con	Pro	Con
Elementary	74	12	244	28	113	58
Secondary	22	5	129	25	29	15

As can be seen from the above table, the majority of sub-points for this question favored the use of corporal punishment. Note that many of the responses were just reactions to the stimulus of corporal punishment, not argument or incidents of experience.

The charts on the following pages summarize and illustrate the nature of these responses. Since this question was of primary importance in this study, the nature of the summary categories is illustrated by example for each of the response groups in Appendix E.

Arguments Supporting a Position in Favor of the Use of Corporal Punishment

		Totals	Ele. Principals	Sec. Principals	Ele. Teachers	Sec. Teachers	Ele. Parent Rep.	Sec. Parent Rep.
1.	Corporal punishment most efficient and effective method of student control available	155	13	4	70	50	13	5
2.	Corporal punishment is a deterrent to misbehavior	67	10	3	28	14	11	1
3.	There has been a marked deterioration in student discipline and respect for authority	126	17	2	54	15	33	5
4.	Some teacher "authority" is necessary	47	2	0	19	4	13	9
5.	Parents support corporal punishment	32	13	4	11	2	2	0
6.	Suggested guidelines for the use of corporal punishment	142	17	8	54	34	26	3
7.	Discipline is necessary to protect the rights of others	16	1	0	4	4	7	0
8.	Others	26	1	1	4	6	8	6
	TOTALS	611	74	22	244	129	113	29

Arguments Supporting a Position Against the Use of Corporal Punishment

	Totals	Ele. Principals	Sec. Principals	Ele. Teachers	Sec. Teachers	Ele. Parent Rep.	Sec. Parent Re
1. Corporal punishment not effective	38	2	0	7	8	19	2
2. Use of violence breeds violence	6	0	0	4	1	0	1
3. Need more staff,training and facilities	10	0	2	3	2	1	2
4. Suggested alternatives to corporal punishment	22	5	1	3	4	7	2
5. If corporal punishment is allowed, teachers would not try other alternatives	4	0	0	3	0	1	0
6. Corporal punishment should be tightly controlled	18	3	1	2	5	6	1
7. Use of corporal punishment is unfair and inhumane.	29	0	0	4	3	17	5
8. Other	16	2	1	2	2	7	2
TOTALS	143	12	5	28	25	58	15

Principals indicated that they favored corporal punishment because there has been a marked deterioration in student control. Many children have the "you can't do anything to me" attitude which is often verbalized to principals and teachers. Reasonable use of corporal punishment was considered a deterrent to misbehavior. Some principals thought the learning process was suffering from the lack of teacher authority. Corporal punishment will be necessary until something more constructive is offered in its place.

Those principals not favorably disposed to the use of corporal punishment indicated that corporal punishment creates an atmosphere of fear, hostility, anger and antagonism, not an appropriate atmosphere for learning, and that corporal punishment also carries with it the possibility of litigation. They also indicated that teachers should not be permitted to substitute corporal punishment for good teaching. Training programs in behavioral control were suggested for teachers and administrators.

The arguments of teachers centered on the lack of student respect for authority, and particularly teacher authority. Corporal punishment was considered particularly appropriate in cases of deliberate disobedience, smart talk, impudence, disrespect, vandalism and abuse of others. Corporal punishment was labeled the most direct and effective way of dealing with children. Just to have the threat of corporal punishment was thought to be of use by many. Parent support for corporal punishment was emphasized and some suggested that teachers be given the authority to punish a child, since the principal is often busy or out of the building.

Teachers opposed to corporal punishment claimed that it brings only temporary, if any, change and that the use of violence breeds violence. They also felt that if corporal punishment were permitted, teachers would not try other alternatives to alter or better the situation. Corporal punishment was labeled insulting, degrading and inhuman. Emphasis was placed on a need for more guidance counselors, psychologists, psychiatrists and behavior specialists in our schools.

Parent Representatives supporting the use of corporal punishment felt that principals and teachers lose authority when the students know they will not be punished. The teachers should know who does or does not need a spanking. Consistent use of punishment can act as a deterrent to others who might be inclined to copy the misbehavior. It was pointed out that suspension is not appropriate for young children. Many parent representatives indicated, however, that some limits must be set on the use of corporal punishment.

The parent representatives responding negatively said the use of corporal punishment can intensify feelings of rejection which may have caused the misbehavior in the first place. Corporal punishment does not affect the cause of misbehavior, and there is little evidence that it has any effect on the actual misbehavior. Students may be denied their right to defend themselves if teachers are given the authority to paddle, particularly if one child is singled out and takes the blame for a group misbehavior. As long as corporal punishment is possible there is always the chance that it might be used to excess.

ALTERNATIVE DISCIPLINARY ACTIONS

The types of disciplinary actions other than paddling that were suggested for principals and teachers tended to emphasize traditional alternatives, as can be seen in the summary tables on the following page. Most of the summary categories are self-explanatory. The category entitled "referrals" included suggested referrals to school psychologist, psychiatrist, social worker, guidance counselor and in the case of elementary and secondary teachers, referrals to principal or vice principal. The summary category of "Positive Reinforcement Methods" included all mentions of behavior modification and reward systems and occasionally a more vague statement such as, "relate to the children so as to enhance their self-esteem." "Better preparation and presentation of instruction" included suggestions of individualized instruction, improved classroom organization, better lesson planning, etc. The final category of "Other" was designed to include those suggestions not previously categorized. Representative suggestions for this category include:

Use firmness and kindness in dealing with students

Listen and judge children on evidence

Change teacher ideas that mistakes demand punishment

Shorten the day to 7 periods with period 8 being a teacher preparation period and also a detention period.

Make better use of available resources, e.g., psychologists, psychiatrists, etc.

Lower grades--citizenship and/or scholarship

Implement a point or merit system

Lower compulsory attendance age laws

Provide special schools for the disruptive

Develop and implement discipline code, produced jointly by teachers and students

Allow teachers the right to suspend

Try to understand the child and seek the cause of the misbehavior

Provide programs for teachers and students concerning the relationships between good discipline and quality instruction.

Involve students in creation of school regulations

Suggested Alternative Disciplinary Actions for Use by Classroom Teacher

	Totals	Ele. Principals	Sec. Principals	Ele. Teachers	Sec. Teachers	Ele. Parent Rep.	Sec. Parent Rep
1. Exclusion - Isolation	67	6	2	32	13	11	3
2. Detention	102	12	5	27	37	16	5
3. Contact parents	116	22	11	24	39	17	3
4. Referrals	57	20	11	5	5	11	5
5. Positive reinforcement methods	32	14	1	9	1	5	2
6. Better preparation and presentation of instruction	16	8	1	5	1	1	0
7. Suspension - Expulsion	35	3	2	14	14	1	1
8. Teacher-student conferences	32	9	7	3	11	0	2
9. Withdrawal of privileges	68	5	3	29	9	18	4
10. Extra assignments	47	2	3	0	16	17	9
11. Other	69	22	5	14	18	9	1
TOTALS	641	123	51	162	164	106	35

Suggested Alternative Disciplinary Actions for Use by Principal

	Totals	Ele. Principals	Sec. Principals	Ele. Teachers	Sec. Teachers	Ele. Parent Rep.	Sec. Parent Rep
1. Contact parents	85	30	0	21	1	27	6
2. Exclusion - Isolation	18	7	2	3	4	1	1
3. Detention	40	7	6	3	10	6	8
4. Referrals	51	23	6	3	9	6	4
5. Positive reinforcement methods	3	2	0	1	0	0	0
6. Suspension - Expulsion	194	26	11	49	66	22	20
7. Extra assignments	9	1	2	0	3	2	1
8. Withdrawal of privileges	16	2	1	0	6	7	0
9. Principal, teacher and student conferences	81	25	16	7	20	13	0
10. Other	70	15	4	13	19	11	8
TOTALS	567	138	48	100	138	95	48

GENERAL TECHNIQUES FOR MANAGING STUDENT BEHAVIOR

Another form of the previous question with less punitive emphasis asks for general techniques for managing student behavior (not necessarily misconduct). Many responses were the same as or similar to the response to the previous question. In order to avoid redundancy, the general category summary will be excluded. Emphasis in terms of frequency of mention seemed to be placed on student participation in decision and policy making process. Parental involvement was also highlighted. Behavior modification techniques were mentioned frequently by parents, teachers and principals. The need for improved communication through assemblies, student-teacher or student-counselor conferences, parent-teacher committees, etc., was emphasized. Suggestions for additional personnel included more psychologists, psychiatrists and teachers. Non-professionals were also considered to be needed for classroom assistance and hall patrol. Secondary school teachers emphasized a need for consistent implementation and enforcement of a discipline policy. In-service training for teachers was requested in the area of behavioral control and in the techniques of the open classroom. One suggestion was a police force and court system to be set up and run by the students. There were simple suggestions, such as elimination of mandatory study halls, as well as complex suggestions, such as special schools for the disrupters. Elimination of tenure and refinement of teacher selection procedures were also thought to be important.

REACTIONS TO CURRENT STATE OF DISCIPLINE

Many of the responses to previous questions have alluded to reactions concerning the current state of discipline. The following table summarizes the specific responses to the statement - compared to last year the number of discipline problems in your school has tended to increase, remain the same or decrease.

	Principal		Teacher		Parent Rep.	
	Ele.	Sec.	Ele.	Sec.	Ele.	Sec.
Increase	31/59 53%	4/20 20%	72/152 47%	62/112 55%	40/103 39%	17/32 53%
Remain the same	13/59 22%	11/20 55%	41/152 27%	25/112 22%	31/103 30%	7/32 22%
Decrease	8/59 14%	3/20 15%	17/152 11%	14/112 13%	8/103 8%	2/32 6%
Left blank	7/59 12%	2/20 10%	22/152 14%	10/112 9%	23/103 22%	6/32 19%

In order to obtain more detailed information, respondents were asked what factors might have contributed to this change. The following pages summarize these reasons.

Factors That May Have Contributed to a Decrease in the Number of Discipline Problems

Elementary Level	Totals	Principals	Teachers	Parents
1. Fewer pupils - more time for counseling, etc.	7	4	2	1
2. Improved school organization	5	2	2	1
3. Behavioral modification techniques	3	1	2	
4. Effective teachers	3	1	1	1
5. Firm principal	4		3	1
6. More parental involvement	2			2
7. Troublemakers went to Jr. High	1			1
TOTALS	25	8	10	7

Secondary Level	Totals	Principals	Teachers	Parents
1. Parent-teacher conferences with counselors	1	1		
2. Group meetings of students and teachers - changed attitudes	4	1	3	
3. Better knowledge of school and pupils	1	1		
4. School organization - more cooperation, better supervision	7	1	6	
5. Behavioral modification techniques - changed teaching methods	2	1	1	
6. Teacher concern	1	1		
7. Troublemakers graduated	1			1
8. Stricter discipline	3		2	1
9. New principal	1		1	
10. Fewer restrictive measures	1		1	
TOTALS	22	6	14	2

Factors that May Have Contributed to an Increase in the Number of Discipline Problems

Elementary Level	Totals	Principals	Teachers	Parents
1. More students	6	3	2	1
2. Abolishing corporal punishment Student attitude, "you better not touch me" Teacher's loss of authority and control	57	15	25	17
3. Breakdown in home stability or parental involvement	13	10	0	3
4. Social-community problems--increased permissiveness, racial tension, etc.	26	12	7	7
5. Lack of communication with pupils	2	2	0	0
6. Discipline policy--paper work, no teacher authority, time between incident and discipline, etc.	22	3	12	7
7. Student attitude or outside agitation	16	8	3	5
8. Change in school population--busing, redistricting	15	4	7	4
9. Teacher attitude, ability, turnover or time for students	11	4	4	3
10. Permissiveness--school or home	16	1	13	2
11. School organization--lunch program, new staff or organization	7	1	4	2
12. Principal's attitude--laxity, inconsistency	5	0	2	3
13. Teachers' strike	1	0	0	1
TOTALS	197	63	79	55

Secondary Level	Totals	Principals	Teachers	Parents
1. Increased enrollment--overcrowding, lack of personnel	10	3	6	1
2. Permissiveness of parents, teachers and administrators	22	0	21	1
3. Board of Education--permissiveness, inconsistency, non-support of teachers and administrators	17	1	10	6
4. Apathy of parents, teachers and administrators	10	1	3	6
5. Influence of society (drugs, racial tension, permissiveness)	17	2	10	5
6. Student attitude toward discipline policy	9	0	9	0
7. Inconsistency or laxity in discipline	22	0	16	6
8. No corporal punishment	5	0	4	1
9. Pupils' desire for more freedom (in school and class selection)	6	0	6	0
10. Busing of students	1	0	1	0
TOTALS	119	7	86	26

The reasons given for increased discipline problems reflect two main causes--the discipline policy and the permissiveness of those responsible for its application. The discipline policy is a problem because of the impossibility of attaining immediate effective control. The teachers are faced with comments like "you can't touch me" and "what are you going to do about it," while the burdensome procedures lead to the lax and inconsistent application of the policy.

The permissive attitude prevails throughout the system as a result of a general feeling of apathy and helplessness. Most parents feel that school discipline is not their problem. Teachers feel that they are often not supported fully by the administrators and thus feel that the complex procedures involved are not worth the bother. Teachers and parents both believe that the Board of Education is not willing to support its teachers in enforcing the policy when any community opposition is raised and this also leads to the inconsistent application of the policy.

Racial tensions and busing do not appear to be important factors in the increased discipline problem. However, overcrowding is mentioned quite often.

Responses indicating a decrease in the discipline problem appear to come from a small number of schools. These responses indicate that fewer students, improved counseling of students and firmness of the principal are usually responsible for the decrease in discipline problems.

REACTIONS TO CODE PROHIBITING SERIOUS STUDENT MISCONDUCT

Principals and teachers were asked if the code prohibiting serious student misconduct of March 23, 1971 was adequate to maintain discipline. The majority of teachers and principals said "NO". For a more detailed breakdown see the table below:

	* Principal		** Teacher	
	YES	NO	YES	NO
Elementary	21/58 36%	37/58 64%	39/152 26%	99/152 65%
Secondary	5/20 25%	11/20 55%	33/112 29%	70/112 63%

* Four secondary and one elementary principal indicated that it was too early to tell

** Nine secondary and 14 elementary teachers did not provide a yes/no response

SUGGESTIONS FOR IMPROVING DISCIPLINE

Based on the reactions to the code prohibiting serious student misconduct principals and teachers were again asked for suggestions for improving discipline in our schools. Responses to this question will be listed for the reader's inspection. An attempt was made to avoid duplication but not variety.

Suggestions for Improving Discipline

Limit class size

Inservice training for teachers and administrators, e.g., behavior shaping techniques, sensitivity training, etc.

Establishment and consistent enforcement of a discipline code

Improve curriculum, teaching techniques, e.g., open classroom, non-graded, individualized instruction, etc.

More effective teacher selection

Establishment of methods of teacher removal

Reinstate teachers and principals to some degree of authority

Teach vocational as well as academic skills

Para-professional help in classrooms

Parent and community involvement

Special classes and/or schools for troublemakers

Expand the number and improve classes for emotionally disturbed

Improved facilities (building, play areas, etc.)

Part-time schedules for students with adjustment problems

Pupil participation in policy and decision-making process

Self-evaluation of teachers

Quicker action for special placement children

Principals and vice principals for every building

Improved cooperation between administration and faculty

Emphasize peer control

Preparation of a specific job description for teachers and administrators with action taken against those not following stated procedures

Equality in teacher assignments to include higher salary for good teachers in difficult areas

Give students a contract at the beginning of the year; outline rules and penalities

Provide classes in citizenship

Utilize the Student Council

Allow students more academic freedom of choice

Establish a Dean of Students to handle red tape of most recent discipline code

Abolish mandatory school attendance

Provide a telephone in every classroom

Teach elementary students to read

Move to a middle school concept rather than the 1-8 grade set-up

Decentralization

More time and space for teachers to meet individually with students and parents

Efforts to stabilize school staff

Eliminate class cutting and truancy

Expansion of the present code to prevent serious student misconduct to include the day-to-day type situations rather than just the serious problems

Establish achievement standards. Too many students are passed into classes where they cannot do the work.

Mobilize teams from the academic community to work in schools to lessen tensions

Make use of the films available at Western Psychiatric Institute on disruptive children and learning disabilities.

The Board should form workshops and study groups for teachers, principals, parents and students to learn techniques of group leadership (Ref.: Dr. R. Drickurs of the Adlerian Institute of Chicago)

The principals' questionnaire contained several other objective response questions concerning reactions to corporal punishment. A tabled summary of each is presented below:

Principals' reactions to the use of corporal punishment in their schools

	Favorable	Unfavorable
* Elementary	41/59 69%	15/59 25%
* Secondary	13/20 65%	6/20 30%

* Three secondary and 1 elementary principal did not respond categorically to this question.

Principals' indication of the frequency with which the present policy on corporal punishment has been abused in their schools in the last 18 months.

	Never	Rarely	Occasionally	Frequently
* Elementary	31/59 53%	19/59 32%	3/59 5%	0/59 0%
* Secondary	11/20 55%	8/20 40%	0/20 0%	0/20 0%

* One secondary and 6 elementary principals chose not to respond.

Principals' reaction to the question: Do you believe there is broad-base support for corporal punishment in the community served by your school?

	YES	NO
* Elementary	50/59 85%	8/59 14%
* Secondary	18/20 90%	1/20 5%

* One questionnaire not complete.

When asked "What evidence do you have for this response?" 22 principals indicated that parents have requested the use of corporal punishment. Fourteen mentioned a survey conducted by Parent Representatives that favored corporal punishment. Another 24 principals indicated they were aware of favorable attitudes toward corporal punishment through personal discussions with parents or groups of parents. Of those principals indicating an unfavorable community reaction, one indicated evidence of parental

request, two by parent representative survey and five by general awareness of parental attitude.

Principals' reaction to: Has the practice of corporal punishment led to serious parental objection at your school during the past 15 months?

	YES	NO
* Elementary	2/59 3%	54/59 92%
** Secondary	0/20 0%	19/20 95%

* Three elementary questions not completed
** One secondary question not completed

The two principals responding "yes" indicated that such objections were infrequent. Comments associated with this question indicated that corporal punishment was rarely used, that parents resent teacher mishandling such as pushing, shaking, pinching, etc., more than corporal punishment done in presence of principal. Another indicated that parental objection was raised for not using corporal punishment rather than for using it.

CONCLUDING REMARKS

The following response from a principal is presented in summary:

> Neither are they that research nor they that make the final decision subject to the permissive behavior of some of our students today. We have tried in the past to get this point across but to no avail. Since you have not experienced the frustrations that we have experienced, how can you judge? Of course, it always sounds like we are complaining and cannot handle the problems. Why can't the decision-makers understand that permissive behavior stands in the way of learning? Please do not say that the teacher is not making her class "interesting enough." That sounds good but hardly the truth.
>
> Do you have to chain your doors to keep the undesirable element from running through your halls and disturbing your classrooms?
>
> How many false alarms have you been subject to today?
>
> Do the students that frequent your building spit on the handrailings on the stairways or on the oil paintings hanging in your halls? Do they drop orange skins, paper, milk cartons, etc. from the fourth floor down the stairwells to the basement?
>
> How many times have you called for the locksmith to repair the locks jammed with toothpicks and pins?
>
> How many phone calls have you received today because a student has been beaten, threatened to be beaten, or is afraid to go home?
>
> When was the last time you were called a "Mother F---er" to your face?
>
> When were you pushed or knocked to the floor trying to separate two fighters?
>
> What a thrill it is to open your office door to discover that there were uninvited guests who left things in shambles.
>
> Have you been visited recently by two popular clergy who claim that the "Star Spangled Banner" is a racist song and that the American Flag is a worthless rag?

One exciting moment is fulfilled when "someone" turns the fire extinguisher upside down and the water runs down the stairs to the floor below.

Another pleasing moment is to stuff paper towels in the sink or toilet and let the water run.

Do you really think that I have exhausted all of those minor incidents that go on in the schools today? Do you think better teachers, more skillful teaching, better understanding of the problems of today, and a host of other excuses, will make matters better? Will the tally marks you record as these questionnaires are returned give you the answer? Please reread the old story about the "Magic Weavers Who Wove Invisible Cloth"

Perhaps you may think that I am exaggerating, but you did ask me to respond to your questions. I suspect that no one should be punished for being involved in any one of the above pranks because, as you know, we have searched and blamed the home, the community, the church, the school, BUT WE HAVE NEVER QUITE GOTTEN TO THE STUDENT AND HIS RESPONSIBILITY IN THE EDUCATIVE PROCESS. Isn't that interesting?

Many alternatives have been suggested in this report, but they are in need of expansion and refinement if they are to be offered to and accepted by those convinced that corporal punishment is the only solution.

APPENDICES

APPENDIX A

PITTSBURGH PUBLIC SCHOOLS

Discipline Study --- Principals' Questionnaire

1. Name of school _____

2. The present policy of the Pittsburgh Board of Education states "That corporal punishment be permanently abolished in Grades K through 4 in all schools beginning with the September 1970 term, and that abolition be extended to the fifth grade beginning with the September 1971 term, to the sixth grade beginning with the September 1972 term, and to all grades beginning with the September 1973 term."

   Please indicate your reaction to this policy by checking the appropriate space.

   _____ Strongly favor changing the policy to immediate abolition of corporal punishment in all grades.

   _____ Favor change in present policy to restrict corporal punishment, but not abolish it.

   _____ Present policy is adequate. Do not change it.

   _____ Change present policy in order to allow teachers more freedom in deciding when and where corporal punishment is used.

   _____ Allow no restriction at all to be placed on the use of corporal punishment.

3. If you favor changing the present policy on corporal punishment, can you give instances from your own experience or other arguments which would justify this position? (YOUR ANSWERS TO THIS QUESTION WILL BE OF SPECIAL INTEREST

In Favor of Corporal Punishment	Against Corporal Punishment

4. What types of disciplinary action other than paddling do you suggest be used in dealing with student misconduct in our schools?

By the Classroom Teacher	By the School Principal

5. What general techniques for managing student behavior (not necessarily misconduct) would you suggest be used in the schools?

6. Compared to last year, the number of discipline problems in your school has tended to:

_____ increase _____ remain the same _____ decrease

7. If you think there has been a change in the number of discipline problems, what factors might have contributed to this change?

8. What is your personal attitude toward using corporal punishment in your school?

_____ Favorable _____ Unfavorable

9. Do you believe there is generally a broad base of support for corporal punishment in the community served by your school?

_____Yes _____No

What evidence do you have for your response?

10. Has the practice of corporal punishment led to serious parental objection at your school during the past 18 months?

_____Yes _____No

If yes, what was the frequency of objection?_____

COMMENTS:

11. How frequently has the policy as it permits corporal punishment been abused in your school in the last 18 months?

____Never ____ Rarely ____Occasionally ____Frequently

12. As you understand the Code Prohibiting Serious Student Misconduct of March 23, 1971, do you believe it to be adequate to maintain discipline in your school?

_____Yes _____No

What suggestions do you have for improving discipline and the learning climate in our schools?

PLEASE FEEL FREE TO WRITE OTHER COMMENTS ON THE BACK OF THIS PAGE.

APPENDIX B

5/1

PITTSBURGH PUBLIC SCHOOLS

Discipline Study --- Parent Representatives

1. What school are you now associated with? _____

2. The present policy of the Pittsburgh Board of Education states "That corporal punishment be permanently abolished in Grades K through 4 in all schools beginning with the September 1970 term, and that abolition be extended to the fifth grade beginning with the September 1971 term, to the sixth grade beginning with the September 1972 term, and to all grades beginning with the September 1973 term."

   Please indicate your reaction to this policy by checking the appropriate space.

   _____Strongly favor changing the policy to immediate abolition of corporal punishment in all grades.

   _____Favor change in present policy to restrict corporal punishment, but not abolish it.

   _____Present policy is adequate. Do not change it.

   _____Change present policy in order to allow teachers more freedom in deciding when and where corporal punishment is used.

   _____Allow no restriction at all to be placed on the use of corporal punishment.

3. If you favor changing the present policy on corporal punishment, can you give instances from your own experience or other arguments which would justify this position? (YOUR ANSWERS TO THIS QUESTION WILL BE OF SPECIAL INTEREST.

In Favor of Corporal Punishment	Against Corporal Punishment

4. What types of disciplinary action other than paddling do you suggest be used in dealing with student misconduct in our schools?

By the Classroom Teacher	By the School Principal

5. What general techniques for managing student behavior (not necessarily misconduct) would you suggest be used in the schools?

6. Compared to last year, the number of discipline problems in your school has tended to:

_____ increase _____ remain the same _____ decrease

7. If you think there has been a change in the number of discipline problems, what do you think caused this change?

PLEASE FEEL FREE TO WRITE OTHER COMMENTS ON THE BACK OF THIS PAGE.

APPENDIX C

PITTSBURGH PUBLIC SCHOOLS

Discipline Study --- Teachers' Questionnaire

1. In what school do you teach? _____

2. Indicate the length of your teaching experience by checking the appropriate space.

_____1 year or less	_____4-5 years	_____11-15 years
_____2-3 years	_____6-10 years	_____16-20 years
		_____Over 20 years

3. The present policy of the Pittsburgh Board of Education states "That corporal punishment be permanently abolished in Grades K through 4 in all schools beginning with the September 1970 term, and that abolition be extended to the fifth grade beginning with the September 1971 term, to the sixth grade beginning with the September 1972 term, and to all grades beginning with the September 1973 term."

Please indicate your reaction to this policy by checking the appropriate space.

_____Strongly favor changing the policy to immediate abolition of corporal punishment in all grades.

_____Favor change in present policy to restrict corporal punishment, but not abolish it.

_____Present policy is adequate. Do not change it.

_____Change present policy in order to allow teachers more freedom in deciding when and where corporal punishment is used.

_____Allow no restriction at all to be placed on the use of corporal punishment.

4. If you favor changing the present policy on corporal punishment, can you give instances from your own experience or other arguments which would justify this position? (YOUR ANSWERS TO THIS QUESTION WILL BE OF PARTICULAR INTEREST.

In Favor of Corporal Punishment	Against Corporal Punishment

5. What types of disciplinary action other than paddling do you suggest be used in dealing with student misconduct in our schools?

By the Classroom Teacher	By the School Principal

6. What general techniques for managing student behavior (not necessarily misconduct) would you suggest be used in the schools?

7. Compared to last year, the number of discipline problems in your school has tended to:

_____increase _____remain the same _____decrease

8. If you think there has been a change in the number of discipline problems, what factors might have contributed to this change?

9. As you understand the Code Prohibiting Serious Student Misconduct of March 23, 1971, do you believe it to be adequate to maintain discipline in your school?

_____Yes _____No

What suggestions do you have for improving discipline and the learning climate in our schools?

PLEASE FEEL FREE TO WRITE OTHER COMMENTS ON THE BACK OF THIS PAGE.

APPENDIX D

Elementary Schools

DISCIPLINE STUDY-- Teachers sample

SCHOOL	A	B
Arlington	5	2
Arsenal	4	2
Banksville	1	0
Baxter	7	6
Beechwood	7	3
Belmar	9	2
Beltzhoover	6	2
Boggs Avenue	1	1
Bon Air	1	1
Brookline	3	1
Burgwin	6	4
Carmalt	1	1
Chartiers	2	2
Chatham	1	1
Clayton	3	3
Colfax	1	1
Concord	4	3
Conroy	4	1
Cowley	5	2
Crescent	8	0
Davis	0	0
Dilworth	4	4
East Park	2	1
East Street	0	0
Fairview	0	0
Fairywood	2	1
Fineview	4	3
Forbes	1	0
Fort Pitt	7	3
Frick	8	2
Friendship	2	2
Fulton	3	2
Gladstone	3	3
Grandview	2	2
Greenfield	3	1
Halls Grove	0	0
Hays	0	0
Holmes	2	1
Homewood	8	1
Knoxville	1	1
Larimer	5	4
Lee	1	1
Lemington	7	5
Letsche	2	2
Liberty	1	1
Lincoln	3	2

A = indicates the number of teachers selected

B = indicates the number of teachers responding

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Elementary schools (contd.)

SCHOOL	A	B
Linden	6	3
Madison	2	1
Manchester	6	1
Mann	1	0
Mifflin	3	3
Miller	7	1
Minadeo	2	0
Morningside	2	2
Morrow	2	1
Morse	1	1
Mt. Oliver	5	2
Murray	3	2
McCleary	5	2
McKelvy	4	1
McNaugher	7	6
Northview	5	2
Overbrook	2	1
Park Place	1	1
Phillips	1	0
Prospect	4	4
Regent Square	1	1
Rogers	5	2
Roosevelt	4	1
Schaeffer	0	0
Schiller	3	1
Sheraden	4	2
Spring Garden	2	2
Spring Hill	2	1
Sterrett	0	0
Stevens	6	5
Sunnyside	4	1
Swisshelm	3	0
Vann	4	0
Weil	4	1
West Liberty	7	3
Westwood	5	4
Whittier	9	4
Wightman	3	1
Woolslair	4	1
East Hills (Primary)	2	2
East Hills (Intermediate)	2	2
Pioneer	8	3

Secondary schools

DISCIPLINE STUDY

SCHOOL	A	B
Aliderdice	25	11
Allegheny	8	3
Arsenal Middle	0	0
Carrick	8	2
Conroy	5	5
Fifth Avenue	16	5
Gladstone	6	1
Greenfield	2	0
Herron Hill	7	1
Knoxville	4	0
Langley	15	11
Latimer	11	3
Mifflin	2	1
Oliver	11	7
Peabody	26	19
Perry	9	9
Prospect	5	2
Schenley	12	5
South	11	7
South Hills	17	8
Westinghouse	24	7
Ed-Med School	2	1
Columbus Middle	7	3
Connelley Voc.	3	1

A = indicates the number of teachers selected

B = indicates the number of teachers responding

APPENDIX E

Examples of Responses Falling in the Category of Corporal Punishment is the Most Efficient and Effective Method of Student Control Available

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
Corporal punishment solves problems that could not be solved in other ways. Substitutes for corporal punishment have not been effective. Corporal punishment is less time consuming.	Behavior changes when corporal punishment used. Need corporal punishment until more constructive methods are offered.
ELEMENTARY TEACHERS	**SECONDARY TEACHERS**
Inner-city students don't understand verbal punishment and/or reasoning but are accustomed to corporal punishment. The use of corporal punishment would improve discipline and respect for teacher. My students have responded more effectively to a paddle than to a lecture. I have often seen student laugh at and/or ignore verbal reprimands. In our school the principal paddles and the vice principal talks to the students, it is of little use to send students to the vice principal. With corporal punishment more teaching could take place and less confusion.	No other more effective or lasting method of discipline has been found. Corporal punishment is immediate and thus more closely linked to the misbehavior. Spare the rod and spoil the child. Young children understand a whack on the bott better than a reasoning session. When I used corporal punishment discipline was better.
ELEMENTARY PARENT REPRESENTATIVES	**SECONDARY PARENT REPRESENTATIVES**
According to my children, teachers who use corporal punishment have better class behavior. Our schools can't use detention because of the split schedule. Let's bring paddling back so teachers can do their jobs and teach. Sending a child to the quiet room wastes a day of learning. Suspension is certainly not adequate for very young children.	The use of the rod will help curb a lot of our school disturbances. A good whack on the seat never hurt anyone in our generation.

Examples of Responses Falling in the Category of
"Corporal Punishment is a deterrent to misbehavior."

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
When corporal punishment is not used, the condition of unruliness has spread to other children. Some children need to be reminded that corporal punishment could happen.	The threat of corporal punishment serves as a deterrent

ELEMENTARY TEACHERS	SECONDARY TEACHERS
Paddling a ringleader will often improve an entire class learning-teaching situation. In the majority of cases swift application of corporal punishment helps the child and the class.	Awareness of the possibility of corporal punishment improves respect for teacher authority. Students have told me that they are better behaved in classes where there is a threat of corporal punishment.

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
As a product of Pittsburgh Public Schools, I remember the threat of corporal punishment as a powerful deterrent to anti-social behavior. A child will think twice before misbehaving if he knows he is going to get a swat. The knowledge that corporal punishment might happen is usually enough to keep a young child in line.	I favor some form of punishment because it will deter some students from stepping over the line to the point of no return.

Examples of Responses Falling in the Category of "There Has Been A Marked Deterioration in Student Discipline and Respect for Authority"

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
Favor corporal punishment because there has been a marked deterioration in student control. Learning process has been effected by disruptive students. Before corporal punishment was restricted, school was a more peaceful and happy place.	Abolishment of corporal punishment will increase suspensions.
ELEMENTARY TEACHERS	**SECONDARY TEACHERS**
Impudence and disrespect runs rampant through our 5-8 grades. In schools outside the city using corporal punishment there is more teacher respects and the learning atmosphere was better. Discipline has gone steadily downhill. Since the teachers lost their right to discipline	Too many children have the "you can't do anything to me" attitude.
ELEMENTARY PARENT REPRESENTATIVES	**SECONDARY PARENT REPRESENTATIVES**
If a child cannot be paddled he is constantly in the office for discipline. Principals and teachers lose authority when the students know they cannot be hit. Parents seem uninterested in correcting their children's behavior. Discipline problems in lower grades are increasing.	Increase in assaults on students, teachers, school personnel - truancy - class - cutting - theft - destruction of property - failing students. I have seen children walk right out of class - teacher couldn't do anything but let them go.

Examples of Responses Falling in the Category of
"Some Teacher Authority is Necessary"

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
Immediate attention to a problem by a teacher would often settle a situation quickly and properly.	

ELEMENTARY TEACHERS	SECONDARY TEACHERS
Teachers are acting as parents and thus should know when a child needs punishment and also have some idea of what punishment the child will respond to. Restraint must be shown but teachers should be able to discipline a child rather than waiting for a principal who may not be in the building. Punishment when needed should be immediate.	Teachers are placed in the position of in loco parentis and should have right to request corporal punishment. Having to send a child to office for corporal punishment or other discipline is detrimental to the teachers authority.

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
Teachers are near to the particular situations and are generally fair, just, and humane Teachers need some say - now their hands are tied. When a teacher provides the discipline, it helps the child respect her as an adult and as a teacher	Teachers should be able to use corporal punishment for repeated misbehavior in the classroom. Teachers need some means of control - corporal punishment seems the only way. Self-discipline is learned through implementation of discipline from some outside authority.

Examples of Responses Falling in the Category of
"Parents Support Corporal Punishment"

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
Parental use of corporal punishment at home. Parents support paddling.	Administration should respect parents' viewpoint.

ELEMENTARY TEACHERS	SECONDARY TEACHERS
Parents request a smack in the right place when needed.	Parents have requested use of corporal punishment.

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
Many parents are asking that corporal punishment be used in the schools Parents are getting tired being called to the school about their children and are suggesting that teachers and principals handle discipline with corporal punishment if necessary.	

Examples of Responses Falling in the Category of
"Suggested Guidelines for the Use of Corporal Punishment"

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
Favor corporal punishment when all else fails. Primary teachers should be given the option to spank only when parents ask for corporal punishment. Permit parents, teachers and principals to establish their own policy.	Students often choose paddling. Corporal punishment should be used under certain guidelines. Corporal punishment be administered by principal, or occasionally by teacher in presence of principal.
ELEMENTARY TEACHERS	**SECONDARY TEACHERS**
Corporal punishment must be used consistently with discretion in a humane and rational way. Corporal punishment should be available to all grade levels but only in presence of principal or parent. Teachers need backing of principals and school board in maintaining discipline. Should have parental permission. As well as intermediate, corporal punishment is needed in lower grades.	Corporal punishment must remain an option th middle school - junior high. Teachers should not paddle. Paddling does not fit all misbehaviors. It is as bad to abolish corporal punishment as use it indiscriminately. Use corporal punishment only in elementary grades with close supervision.
ELEMENTARY PARENT REPRESENTATIVES	**SECONDARY PARENT REPRESENTATIVES**
Principals use best judgment to decide when it is necessary. Decision to use corporal punishment must be made on an individual basis. Must remove all feeling of race, religion, color and background for any reason. Only on approval of parent, if possible, if not consideration on part of teacher and principal Should be applied more steadily, but not abolished because then there will be no control.	I feel that a certain amount of punishment should be given and it should be given by principal or vice principal. Punishment is necessary but it should be started in the lower grades to be effective.

Examples of Responses Falling in the Category of
"Discipline is Necessary to Protect the Rights of Others"

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
When paddling was needed and at the same time prohibited, the situation has been detrimental to child and other children.	

ELEMENTARY TEACHERS	SECONDARY TEACHERS
Discipline must be preserved for the safety of the majority. Corporal punishment is often necessary so that teaching can continue for the group.	Corporal punishment should be used for those who interfere with the freedom of others. Everyone today seems to be concerned with the rights of the individual misbehavior rather than those of the teacher or other students.

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
It is not fair to the kids who are trying to learn to have the teacher take up half the period in getting the class in order. Paddling is necessary, one child can disrupt a class of learning time - a quick swat sometimes discourages him from further disturbing the class.	

Examples of Responses Falling in the Category of
"Other"

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
Revert to policy set forth - Sept, 1968.	Follow Sec. 739-740 Nov. 1963, p. 101, Board Rules

ELEMENTARY TEACHERS	SECONDARY TEACHERS
Repeated paddling will not help the cause of misbehavior. Repeated misbehavior may indicate a need for emotional help. Teachers who do not use corporal punishment are often considered weak.	I don't need corporal punishment but some teachers might. Most of the people who object to corporal punishment have never taught a day in their life. A child holds no resentment when fairness is employed.

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
Teachers feel that the office and often the parents are not really concerned about younger pupils. Students must be punished for misconduct. I don't think we should beat for everything, but not punishing them at all is worse. Children in the 5th grade are more aware of the ban and are accusing teachers of using it illegally. I am in favor of corporal punishment because children know that if you care for them - they deserve punishment for what they've done.	If a teacher can give a child a paddle in the 6th grade, he will learn to behave by the 7th. I have confidence in Dr. Kishkunas's judgment. Schools need more hall patrols, more space; do something about truancy and class cutting. Some 200,000 people have moved to suburbs. Some people are not affected by punishment, and we need special instructors and schools where they can be rehabilitated.

Examples of Responses Falling in the Category of
"Corporal Punishment not Effective."

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
Corporal punishment does not create an atmosphere for learning, but rather one of fear, hostility, anger, antagonism. Paddling is not the solution	

ELEMENTARY TEACHERS	SECONDARY TEACHERS
Corporal punishment not really effective Corporal punishment brings only temporary change. Corporal punishment cannot be used on all students. I know no one who has become a better human because of the use of a threat of corporal punishment.	Indiscriminate use of paddle lessons its effect. Corporal punishment only enhances the misbehavior's reputation. I have seen corporal punishment abused. I have seen no real effect of corporal punishment.

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
I see no reason to sanction force by school officials unless there is reliable evidence that corporal punishment is effective. No such evidence has come to my attention. The school should teach, not traumatize. My feeling is that hitting a child makes him more belligerent and does nothing to correct his disruptive behavior. Paddling does not solve the problem that causes the misbehavior.	Corporal punishment useless--the good child is terrorized and it makes the bad child resentful. Older children were raised with corporal punishment and the results are obvious.

Examples of Responses Falling in the Category of
"Use of violence breeds violence."

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS

ELEMENTARY TEACHERS	SECONDARY TEACHERS
Aversive means of controlling student misconduct increases unacceptable school behavior. Using corporal punishment actually teaches use of violence. Corporal punishment increases hostility and resentment	Corporal punishment is a violent reaction which encourages other violent reactions.

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
	Reacting with violence never taught anyone to act rationally--children learn more by our examples than by what we say.

Examples of Responses Falling in the Category of
"Need More Staff, Training and Facilities."

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
	The answer to the disruptive student is no punishment but programs that more adequate meets his needs. Corporal punishment is unnecessary if the Board of Education would make available the teacher and administrative training that woul make other alternatives available.
ELEMENTARY TEACHERS	**SECONDARY TEACHERS**
More counseling is needed Should have behavioral specialists in schools to work with principals, teachers, parents and students.	If we were meeting the needs of our system, w wouldn't need any type of punishment.
ELEMENTARY PARENT REPRESENTATIVES	**SECONDARY PARENT REPRESENTATIVES**
Teachers must be trained in alternatives to corporal punishment.	A student, who is a constant discipline proble needs help from all the resources that the educational system can give him . Schools need Adult Education courses in chil management.

Examples of Responses Falling in the Category of "Suggested alternatives to Corporal Punishment".

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
Success with discussion, reasoning and using the golden rule. Corporal punishment is but one tool available, it is not a cure-all. Faculty and parents usually concerned with the peaceful approach	Corporal punishment cannot replace effective teaching
ELEMENTARY TEACHERS	**SECONDARY TEACHERS**
Something like a quiet room might be effective. More active participation on the part of student (extensive rewards if necessary) would bring about permanent positive change. Positive reinforcements superior to corporal punishment.	Do not support corporal punishment but have no alternative. Feel that results can be achieved by forms of punishment other than corporal punishment.
ELEMENTARY PARENT REPRESENTATIVES	**SECONDARY PARENT REPRESENTATIVES**
Let the school accentuate the positive. A student who is constantly disruptive is crying for help. The teacher must be perceptive in dealing with these problems. If the classroom offered pleasant experiences, minor problems could be dealt with by offering or removing privileges. Experience in Pittsburgh Public Schools have shown that behavioral modification techniques based on reinforcement can be used to manage students, even chronically discipline ones.	Board has offered no alternatives to corporal punishment. Current ban in K-5 has made teachers examine their behaviorism and begin to relate more humanly to students.

Examples of Responses Falling in the Category of
"If corporal punishment is allowed teachers will not try other alternatives."

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS

ELEMENTARY TEACHERS	SECONDARY TEACHERS
If corporal punishment is allowed teachers will not try other things to alter or better the situation.	

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
The availability of corporal punishment might lead a teacher to use it in a situation calling for a more positive approach.	

Examples of Responses Falling in the Category of
"Corporal Punishment should be tightly controlled."

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS
If done when angry, corporal punishment could cause physical harm. Against corporal punishment unless all positive techniques have failed.	Teachers should not be permitted to administer corporal punishment.
ELEMENTARY TEACHERS	**SECONDARY TEACHERS**
Not all teachers are qualified to use corporal punishment. Since we cannot identify those who can't, no teacher should be allowed to use it. Corporal punishment must be controlled to prevent abuse.	Corporal punishment should not be used to force students to obey teacher "whims" Corporal punishment should be designated for certain types of behavior, i.e., harrassment of other students. Use in grades 5-9
ELEMENTARY PARENT REPRESENTATIVES	**SECONDARY PARENT REPRESENTATIVES**
Some teachers cannot keep the authority to physically punish children within reasonable bounds. Against corporal punishment if parents are not completely aware of its use A teacher should teach, not administer corporal punishment	Corporal punishment is used for minor infraction--it should be reserved for cases where a child's actions could injure or harm himself or others.

Examples of Responses Falling in the Category of
"Use of Corporal Punishment is Unfair and Inhuman"

ELEMENTARY PRINCIPALS	SECONDARY PRINCIPALS

ELEMENTARY TEACHERS	SECONDARY TEACHERS
A human person is a rational being. Aren't we more human than that in 1971. This infringes on an individual's human rights. After one reaches age of reason corporal punishment is insulting and degrading.	Corporal punishment seems barbaric somehow today. School age children should be capable of reasoning.

ELEMENTARY PARENT REPRESENTATIVES	SECONDARY PARENT REPRESENTATIVES
I'm against teacher singling out one child and him take the blame for entire class. Corporal punishment benefits the giver, more than the receiver. Keeping corporal punishment would be a mistake because of the fear who might and would be able to misuse it. It is not human. Corporal punishment has and can cause bodily injury. Corporal punishment is degrading to the principal - teacher who use it.	Corporal punishment is humiliating - degrading Many teachers are using spanking as a release for tension. Child may be too dull or disturbed to understand why he is being punished. I could never agree with a system in which a chosen few would decide to "punish" a student without the student's right to defend himself.